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Editorial

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THE MONTANA MATH ENTHUSIAST

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Aims and Scope

The Montana Math Enthusiast is the e-journal of the Montana Council of Teachers of Mathematics (MCTM). This biannual e-journal provides its readers with a lively blend of mathematics content, education theory and practice. The journal primarily address the role of teaching and learning at all levels. Thematic issues will focus on grade appropriate mathematics content and innovative pedagogical practices with the hope of stimulating dialogue between pre-service and practicing teachers and university educators. The journal will strive to introduce research based as well as historical and cross-cultural perspectives to mathematics content, its teaching and learning.

THE MONTANA MATH ENTHUSIAST

VOLUME 1, NO. 1 (APRIL 2004)

Editorial

MCTM is proud to announce the revival of The Montana Math Enthusiast (TMME), as the new e-journal available for its members and all others who enjoy mathematics. The e-journal will consist of 2 thematic issues per year, released in April and October. The first issue addresses the role of Mathematics Education Research and the Standards for best practices in the elementary classroom.

The release of the Principles and Standards for School Mathematics by the National Council of Teachers of Mathematics (NCTM) brought to the forefront the debate of whether research should or should not determine the "validity" of the espoused Standards? Or conversely whether the Standards should influence the research agenda of the mathematics education community? How should university teacher educators address this issue? Should pre-service and practicing teachers blindly accept the Standards as well as the research, or do we cultivate the critical thinking skills that will allow both preparing and practicing teachers to resolve this dilemma. It is often the case that "best" pedagogical approaches suggested by research cannot be practically applied in the daily classroom setting. It is also the case that state driven testing is not completely aligned to either the state or national Standards. Does this mean teachers should just ignore the Standards?

We kick off the e-journal with this first issue containing the idealistic visions of four pre-service elementary teachers. The articles present their attempts to resolve the dilemma of balancing the Standards with the research about the teaching and learning of mathematics with implications for practice in the elementary math classroom.

We hope the articles are of interest and value to you. We welcome submissions from pre-service and practicing teachers, administrators, mathematicians and university educators. Please send an electronic version of your manuscript in APA style to sriramanb@mso.umt.edu

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